**Walk Through or Brief Observation**

Procedures/ Routines to Teach and Reinforce Expectations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat2 = moderate3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/ Procedure |
| Posted Classroom Schedule is Followed |  |  |  |  |  |
| **Procedures/ Routines** Directly Observed: |  |  |  |  |  |
| * Entering
* Exiting
* Lining up
* Whole group
* Small group
* Instructor Used Attention Signal
* Transitions
 |  |  |  |  |  |
| Physical Space Facilitates Ease of Movement and Traffic Flow |  |  |  |  |  |
| Materials Organized and Accessible |  |  |  |  |  |
| Students were participating in the assigned task or activity |  |  |  |  |  |

Comments:

**Walk Through or Brief Observation**

Strategies to Enhance Academic and/or Social/Behavior Instruction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat2 = moderate3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/Procedure |
| **Precorrect**: Reminder of ClassroomProcedure/Routine |  |  |  |  |  |
| **Precorrect**: Reminder of Classroom Rule |  |  |  |  |  |
| Class begins Promptly |  |  |  |  |  |
| Students Actively Engaged / Minimal Down Time |  |  |  |  |  |
| Classroom **Procedures/Routines/Rules** Actively Taught |  |  |  |  |  |
| **Active Supervision** (move, scan, interact) |  |  |  |  |  |
| **Specific Positive Feedback** (Adult Attention) Ratio 4:1 |  |  |  |  |  |
| Respectful Redirect / Error Correction* **Prompt** (identify error)
* **Reteach** (skill, rule, routine, procedure)
* **Reinforce** (state when error corrected)
 |  |  |  |  |  |
| **Provide Choices** (where, when, how work is done) |  |  |  |  |  |
| Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written) |  |  |  |  |  |
| **Task Difficulty** aligns with Student(s) Ability |  |  |  |  |  |
| **Activity/Task Sequence** Clearly Stated and Demonstrated |  |  |  |  |  |
| **Corrective Feedback** is Clearly Defined and Utilized |  |  |  |  |  |

Comments: